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AUTHOR Gell, Robert L.; And Others
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ABSTRACT

An annual survey of non-returning Montgomery College students from the years 1971 to 1973 was conducted in order to examine reasons for choosing to leave the college, identify trends, determine the status of students at the time of the survey, and assess the impact of their college experience on current activities. The 454 usable responses (20 percent) were weighted to compensate for the sampling technique. Adding the 550 students who participated in a similar 1970 study, which provided baseline data, the weighted total of the four-year study population comes to 1,904 students. About half of the non-graduates who transferred enrolled at the University of Maryland. Nearly two-thirds of the transfer students changed majors in the process, with 59 percent of them losing some of their credits. Over the four-year span, fewer non-graduates seemed to be continuing their education, and more of them were employed, mostly in health-related, secretarial, or computer-related occupations. About half of the students felt that their course work was related to their present jobs. Reasons for leaving Montgomery College were, for the most part, personal, with nearly one-fourth having some intention of returning. Attitudes toward the instruction received at the college were very favorable overall. Data are organized in 22 tables and 5 figures, and the questionnaire is appended. (Author/NHM)

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A FOUR YEAR FOLLOW-UP
OF NON-RETURNING STUDENTS
AT MONTGOMERY COLLEGE

by

Robert L. Gell, Dean

David F. Bleil, Research Analyst

Robert F. Jones, Research Analyst

Office of Institutional Research and Analysis

MONTGOMERY COLLEGE

Montgomery County, Maryland

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ABSTRACT

An annual survey of non-returning Montgomery College students from the years 1971 to 1973 was conducted for the purpose of examining reasons for choosing to leave the College, identifying trends, determining the status of these students at the time of the survey, and assessing the impact of their college experience on their current activities. Four hundred and fifty-four former students responded to a questionnaire with results weighted to reflect the sampling technique used. Five hundred and fifty former students who participated in the fall 1970 study, Where Have All the Freshmen Gone (Gell and Bleil, 1970), were included to provide baseline data, bringing the weighted total of the four-year study population to 1904 students.

Results were fairly consistent throughout the four-year period. About one-half of the students who transferred enrolled at the University of Maryland. Nearly two-thirds of these transfer students changed majors in the process, with 59 percent of them losing some of their credits.

A trend was noted during this period for fewer students to be continuing their education and more of them to be employed. The non-returning students found to be employed were engaged predominately in health-related, secretarial, or computer-related occupations. About half of these students felt that their course work was related to their present jobs.

Reasons for attending Montgomery included the school's general reputation and its open admissions policy. Reasons for leaving were, for the most part, personal, with nearly one-fourth having some intention of returning. Attitudes toward the instruction received at the College were very favorable overall. Students who transferred gave the highest rating to how well the College had prepared them for their future.

Inasmuch as many of the students were found to be functioning adequately in a transfer institution or had made entry into the job market, the appropriateness of the term "drop-out" in regard to these students is questioned. Likewise, the value and meaning of the certificate or associate degree may be questioned for many students.

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INTRODUCTION

The one-time follow-up study is useful in describing the characteristics of a given student population, but it is limited as an aid to decision-making regarding future educational programs. For effective planning, educators must be aware of changes which are occurring and the direction of any trends which exist. The regular periodic sampling of the population is necessary to discover and document these changes and trends. Therefore, this study was designed to meet the particular need of the planner inasmuch as it compares data gathered during the past three years with that of the original baseline data. Changes which appear to be taking place within the population of students who matriculate in a curriculum at the College and then withdraw before they earn a degree or certificate are documented. It is the hope of the authors that this information will be helpful to those responsible for planning educational programs within the College.

A FOUR-YEAR FOLLOW-UP
OF NON-RETURNING STUDENTS
AT MONTGOMERY COLLEGE

THE PROBLEM

The follow-up study of the Fall 1970 non-returning students, Where Have All the Freshmen Gone? (Gell and Bleil, 1973), established baseline data for a continuing examination of non-returning students at Montgomery College. In keeping with the baseline study, the present investigation focused on those matriculated students who were enrolled during a spring semester and who chose not to enroll for the subsequent fall semester. The three groups of students surveyed for this study were enrolled at the College for the spring 1971, 1972, or 1973 semesters and chose not to enroll for the respective fall semesters.

As was the intent of the baseline study, the purpose of this study was to examine students' reasons for choosing to leave Montgomery and to attempt to identify any trends that may be developing over a four-year period. Furthermore, it was the intent of this study to determine what happened to the students after they left Montgomery College and to assess what impact their experiences at the College might have had on their present careers.

METHODOLOGY

The data analyzed for this report were gathered through questionnaires mailed during the fall semesters of 1971, 1972, and 1973 to a specified percentage of those matriculated students who were enrolled for a spring semester during one of those years and who chose not to enroll for the respective fall semester. A total of 2267 questionnaires were mailed to students in

this follow-up study. Of that number, 454 (20%) usable questionnaires were completed. A breakdown of each of the years and the percentage of questionnaires returned are presented in Table 1.

For purposes of the fall 1970 baseline study, the total number of non-returning students (1261) were mailed questionnaires with a return rate of 44 percent. The data gathered for the years 1972 and 1973 were derived from questionnaires mailed to all non-returning students enrolled in career programs, plus a 25 percent sample of the remaining non-returning matriculated students. For the year 1971, a 25 percent sample of all non-returning matriculated students were mailed questionnaires. Only one mailing was made each year.

The questionnaire used for the present investigation was developed by the Montgomery College Office of Institutional Research and Analysis for use with the initial follow-up of the fall 1970 non-returning students. Specifically, the questionnaire was divided into four sections and (1) requested general information as well as data related to (2) those students who transferred to another school after leaving Montgomery, (3) students who entered full-time employment, and (4) students who enlisted in the military service (see Appendix A for questionnaire).

For the purpose of reporting the findings of the study, the report will generally follow the format of the questionnaire. General information will be examined initially, followed by data related to students enrolled in another school, employed students, and students in military service. A weighting adjustment was made to the 25 percent sample strata for 1972 and 1973 to numerically equate them with the career enrollees' strata.

TABLE I
PERCENT OF QUESTIONNAIRES RETURNED BY SURVEYED STUDENTS
FALL 1970-1973

YEARS SURVEYED	NUMBER OF QUESTIONNAIRES MAILED OUT	PERCENT OF NON-RETURNING STUDENTS SENT QUESTIONNAIRES	NUMBER OF QUESTIONNAIRES RETURNED	PERCENT RETURNED
Fall 1971	462	25% sample of all non-returning matriculated students	131	28
Fall 1972	1000	100% career-oriented students plus 25% sample of remaining matriculated students	197	20
Fall 1973	805	100% career-oriented student plus 25% sample of remaining matriculated students	126	16
SUBTOTAL (1971-73)	2267		454	20
Fall 1970 Baseline Data	1261	100% of all non-returning matriculated students	550	44
GRAND TOTAL	3528		1004	29

THE POPULATION

During the spring semesters of 1971, 1972, and 1973, 6222, 6724, and 7654 students respectively were enrolled as matriculated students at Montgomery College. Of those numbers, 1847, 2077, and 1675 students did not choose to enroll for the subsequent fall semester. Figure 1 compares the percentage of non-returning students each year to the total number of matriculated students.

The students included in this study are the 454 (20%) students from the years 1971, 1972, and 1973 who returned completed questionnaires. The data obtained from these students were weighted according to the sample size and compared to the 550 students involved in the fall 1970 baseline study forming a weighted total study population for the four years of 1904 students.

THE FINDINGS

Current Activity

Tables II and III, and Figure 2, show the whereabouts of the students following their departure from Montgomery College. The greatest number of non-returning students for the fall 1970 semester entered another institution of higher learning after leaving Montgomery. In contrast to this finding, the number of non-returning students for the fall 1973 semester entering full-time employment almost equaled the number continuing their education. It would appear from these findings that there is an increasing tendency for students leaving the College to obtain employment as opposed to transferring. The probability is only one in one hundred that this difference in the students' activities after leaving Montgomery College is due to chance.

FIGURE 1
THE PROPORTION OF NON-RETURNING STUDENTS
IN EACH OF THE FOUR YEARS

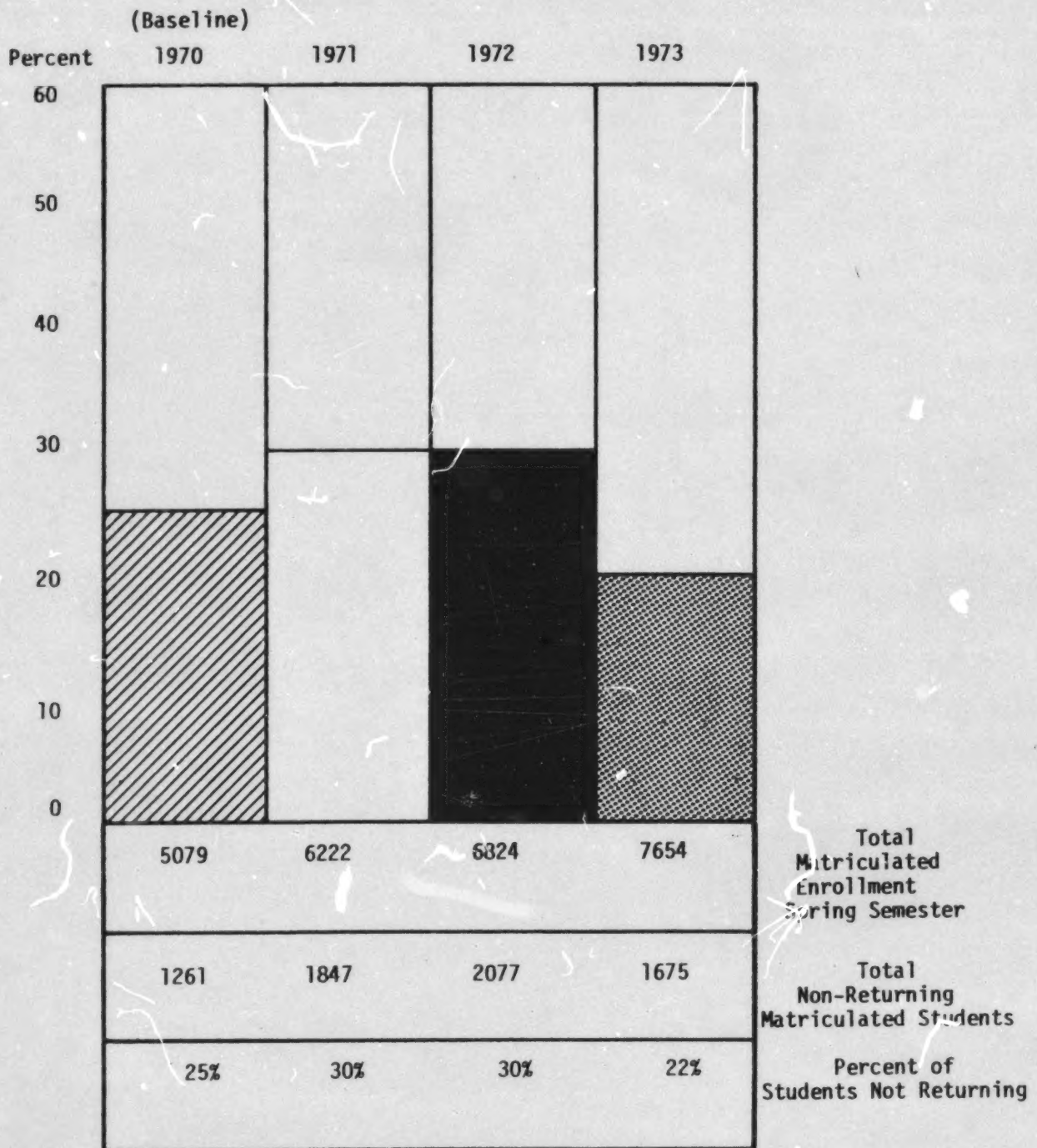


TABLE II
CURRENT ACTIVITY OF NON-RETURNING STUDENTS BY YEAR
FALL 1970-1973

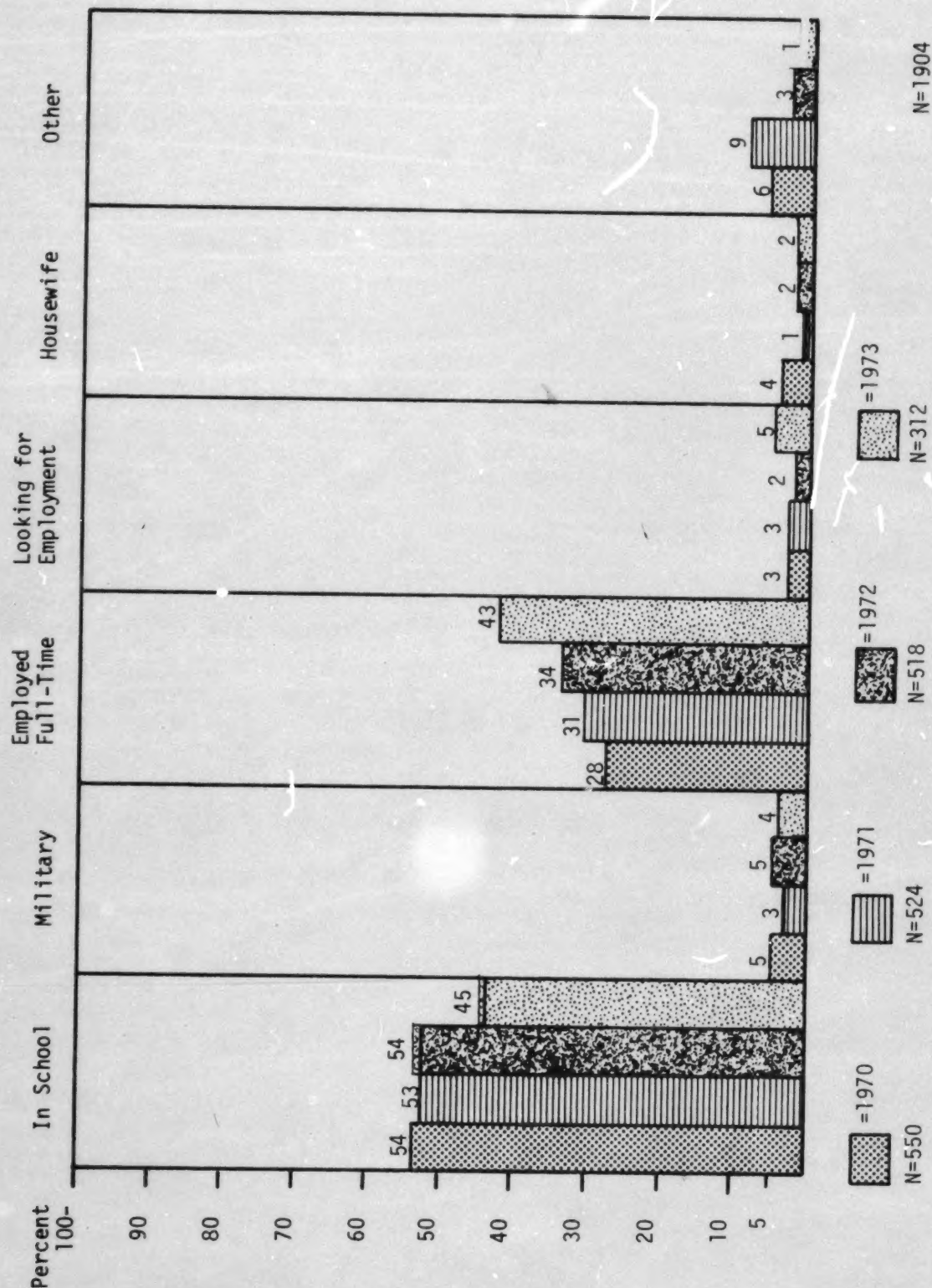
CURRENT ACTIVITY \ YEAR	FALL 1970	FALL 1971	FALL 1972	FALL 1973	WEIGHTED TOTAL/PERCENT 1970-1973
In School	299	276	281	139	995
Percent	54	53	54	45	52
Military	27	16	24	12	79
Percent	5	3	5	4	4
Employed Full-Time	152	164	178	134	628
Percent	28	31	34	43	33
Looking for Employment	16	16	8	15	55
Percent	3	3	2	5	3
Housewife	24	8	12	8	52
Percent	4	1	2	2	3
Other	32	44	15	4	95
Percent	6	9	3	1	5
WEIGHTED TOTAL	550	524	518	312	1904
PERCENT	100	100	100	100	100

$$\chi^2 = 42.87; df = 15$$

The probability is .01 that the difference is due to chance.

FIGURE 2

CURRENT ACTIVITY OF NON-RETURNING STUDENTS BY PERCENTAGES



No statistically significant year to year differences were observed in the remaining four categories of activity.

Curriculum Areas

A breakdown of the responding non-returning students according to their curriculum area and year is presented in Table III. About 87 percent of the non-returning students were enrolled in transfer curriculums at Montgomery, while 16 percent were enrolled in career curriculums. The transfer curriculum area having the largest number of non-returning students for the combined years 1971 through 1973 was the general education curriculum. Other transfer curriculum areas having large numbers of non-returning students for the four-year period were education, liberal arts, and business administration. The greatest number of non-returning students in career programs were enrolled in secretarial, computer science, management technology, and advertising art curriculums.

Reasons for Attending and Leaving

One of the major focuses of this follow-up study was to determine why the non-returning students were originally attracted to Montgomery College and why they chose to leave the College before completing a degree. The data gathered for the fall 1970 baseline study indicated that almost half of the 1970 students chose to attend Montgomery College either because of its open admissions policy (23%) or its overall general reputation (23%). In the years 1971 through 1973, these same two reasons appeared to be the predominant ones identified by students. Overall, for the four-year period, 23 percent of the students said they attended the College due to the open admissions policy, 21 percent because of Montgomery's general

TABLE III
CURRICULUM AREAS OF NON-RETURNING STUDENTS

CURRICULUM AREA	FALL 1970	FALL 1971	FALL 1972	FALL 1973	TOTAL ADJ.	PERCENT				
TRANSFER										
Art	16	12	16	36	80	4.2				
Business Administration	55	28	48	114	245	12.8				
Computer Science	2	4	18	20	44	2.3				
Education (Elem., Sec., Phys. Educ., Industry, Music, Secretarial)	90	112	116	16	334	17.5				
Engineering	29	24	30	0	83	4.3				
General Education	173	148	108	36	465	24.4				
Geography	0	4	12	0	16	0.8				
Home Economics	1	4	8	0	13	0.7				
Liberal Arts	78	64	44	20	206	10.8				
Medical Technology	1	0	4	4	9	0.5				
Music - Professional	3	0	4	4	11	0.6				
Pre-Professional (Dentistry, Law, Medicine)	16	32	36	4	88	4.6				
SUBTOTAL	464	84%	432	82%	444	87%	254	82%	1594	83.5
CAREER										
Accounting	0	0	1	1	2	0.1				
Advertising Art	12	8	3	7	30	1.6				
Child Care Aide	4	0	0	0	4	0.2				
Computer Science & Tech.	18	16	3	8	45	2.4				
Criminal Justice	6	20	3	5	34	1.8				
Dental (Assist. & Lab. Tech.)	5	0	3	1	9	0.5				
Engineering Technology	1	0	15	2	18	0.9				
Fire Science	0	0	2	2	4	0.2				
Cartography	0	0	1	2	3	0.2				
Community Planning	0	4	1	0	5	0.3				
Hospitality Management	0	0	0	2	2	0.1				
Instructional Aide	0	0	0	1	1	0.0				
Management	8	12	10	4	34	1.8				
Medical Lab. Technology	0	0	3	0	3	0.2				
Mental Health Associate	0	0	2	0	2	0.1				
Nursing	6	0	1	0	7	0.4				
Printing Technology	8	0	5	2	15	0.8				
Radiation Science	1	0	2	0	3	0.2				
Radiologic Technology	1	0	3	0	4	0.2				
Recreation Leadership	0	8	3	8	19	1.0				
Secretarial (Exec., Legal, Medical, Certificate)	16	24	13	13	66	3.5				
SUBTOTAL	86	16%	92	18%	74	13%	58	17%	310	16.5
WEIGHTED TOTALS	550	100%	524	100%	518	100%	312	100%	1904	100%

reputation, and 10 percent because of special courses offered at the College. (Table IV).

Reasons were also reported by the students for choosing to leave Montgomery before completing their degrees. Approximately two-thirds of the students stated that they left the College either because of "personal" reasons or "other" reasons, most of which also fell into the personal-related category. An additional 11 percent disclosed that they left school in order to obtain employment. The "look a job" category appears to have increased steadily as a reason for leaving college over the four years. Also, students in 1972 and 1973 appeared more likely to feel that their studies were not relevant than their counterparts in 1970 and 1971. (Table V).

Plans for Returning

Another aspect of the present study was to assess the non-returning students' feelings toward returning to Montgomery College. Data related to this area of examination are presented in Table VI.

The most common response was "finished at the College and have no reason to return." On the other hand, 24 percent said they either "definitely planned to return to the College" or "would like to give it another try." There does appear to be a trend toward more students planning to "possibly attempt attending the College again." The findings of the fall 1970 study revealed that 7 percent of the students considered reenrolling in the College while 24 percent of the fall 1973 students said that they would "possibly attempt it again."

Attitudes toward Courses and Counseling

Although many students left Montgomery College for personal reasons, it is important to assess their attitudes toward the courses they completed and the various services offered by the College.

TABLE IV
NON-RETURNING STUDENTS' REASONS FOR
ATTENDING MONTGOMERY COLLEGE

REASONS	FALL 1970	FALL 1971	FALL 1972	FALL 1973	TOTAL/PERCENT
Special Courses	33	26	85	46	190
Percent	6	5	15	14	10
Counseling Service	8	0	6	0	14
Percent	2	0	1	0	0.3
Job Placement Service	0	5	11	3	19
Percent	0	1	2	1	0.7
General Reputation	127	115	108	69	419
Percent	23	22	19	21	21
Open Admission Policy	128	110	119	93	450
Percent	23	21	21	28	23
Other	80	79	79	36	274
Percent	14	15	14	11	14
No Response	174	189	158	83	604
Percent	32	36	28	25	31
TOTAL	550	524	566	330	1970*
PERCENT	100	100	100	100	100

*Total includes 66 multiple responses

TABLE V
NON-RETURNING STUDENTS' REASONS FOR
LEAVING MONTGOMERY COLLEGE

REASONS	FALL 1970	FALL 1971	FALL 1972	FALL 1973	TOTAL/PERCENT
Took a job	44	47	62	53	206
Percent	8	9	12	17	11
Couldn't get good enough grades	7	0	11	3	21
Percent	1	0	2	1	1
Too much course work	3	5	5	6	19
Percent	0.5	1	1	2	1
School wasn't relevant	19	21	62	31	133
Percent	3	4	12	10	7
Military service interfered	22	5	26	6	59
Percent	4	1	5	2	3
Personal, nothing to do with school	110	105	129	56	400
Percent	20	20	25	18	21
Was confused about what was expected	3	0	5	10	18
Percent	0.5	0	1	3	1
Only needed certain courses for job or promotion	10	5	11	13	39
Percent	2	1	2	4	2
Other	261	257	207	134	859
Percent	48	49	40	43	45
No Response	71	79	0	0	150
Percent	13	15	0	0	8
TOTAL	550	524	518	312	1904
PERCENT	100	100	100	100	100

TABLE VI
NON-RETURNING STUDENTS' ATTITUDES
TOWARD RETURNING TO MONTGOMERY COLLEGE

ATTITUDES	FALL 1970	FALL 1971	FALL 1972	FALL 1973	TOTAL/PERCENT
Avoid it by all means	21	25	26	12	84
Percent	4	5	5	4	4
Possibly attempt it again	40	26	83	76	225
Percent	7	5	16	24	12
No feeling one way or the other	44	25	31	31	131
Percent	8	5	6	10	7
Would like to give it another try	27	32	47	25	131
Percent	5	6	9	8	7
Definitely planning to return	86	100	98	50	334
Percent	16	19	19	16	17
Finished at MC, no reason to return	177	168	166	90	601
Percent	32	32	32	29	32
Other	96	84	62	28	270
Percent	17	16	12	9	14
No Response	59	64	5	0	128
Percent	11	12	1	0	7
WEIGHTED TOTAL	550	524	518	312	1904
PERCENT	100	100	100	100	100

Initially, when a matriculated student enters Montgomery College, he/she ordinarily has an interview with a counselor to discuss curriculum area selection. In addition, each full-time matriculated student during his/her first semester at the College usually participated in fifteen weeks of freshman seminar conducted by the counseling staff. The seminar class is designed to acquaint the student with the College as well as provide him/her with information related to both social and academic topics. Further, a student may consult with counselors individually at any time to discuss any problems that they may encounter. Nevertheless, the amount of participation in these various counseling services differs greatly among students.

The data related to students' attitudes toward counseling services at Montgomery indicate that almost 38 percent of the non-returning students said they benefited "very much" or "somewhat" from the counseling services, while an additional 36 percent reported that they had benefited "very little" or "none" from the counseling services offered. The percentage of student responses for the four categories appeared to be rather consistent for the four-year period. One must keep in mind that the students were not asked to indicate to what extent they availed themselves of the services offered. Therefore, it is possible that some of the students felt they had not benefited because they had not taken advantage of the services offered. (Table VII).

When asked about their choice of courses at Montgomery, 65 percent of the students stated that they had no regrets over their course selection. The percentages of responses for the categories again appear to be consistent for the four-year period. (Table VIII).

TABLE VII
STUDENTS' ATTITUDES TOWARD THE
COUNSELING SERVICES OFFERED AT
MONTGOMERY COLLEGE

BENEFIT FROM COUNSELING	FALL 1970	FALL 1971	FALL 1972	FALL 1973	TOTAL/PERCENT
None	108	105	109	62	384
Percent	19	20	21	20	20
Very little	87	73	94	53	307
Percent	16	14	18	17	16
Somewhat	132	94	93	69	388
Percent	24	18	18	22	21
Very much	98	110	67	53	328
Percent	18	21	13	17	17
No response	125	142	155	75	497
Percent	23	27	30	24	26
WEIGHTED TOTAL	550	524	518	312	1904
PERCENT	100	100	100	100	100

TABLE VIII
STUDENTS' ATTITUDES TOWARD THEIR
CHOICE OF COURSES AT MONTGOMERY COLLEGE

REGRET CHOICE	FALL 1970	FALL 1971	FALL 1972	FALL 1973	TOTAL/PERCENT
Yes	65	58	62	41	226
Percent	12	11	12	13	12
No	366	335	311	120	1132
Percent	66	64	60	64	65
No Response	119	131	145	151	546
Percent	22	25	28	23	23
WEIGHTED TOTAL	550	524	518	312	1904
PERCENT	100	100	100	100	100

The majority of the non-returning students appeared to have a very favorable attitude toward the instruction they received at the College. Approximately 70 percent of the students felt that they had gained "very much" or "somewhat" from the instruction. The group of students found to feel the most positive toward the instruction were those students who left the College in the fall 1971. (Table IX).

Courses at Montgomery College were not perceived to be difficult by about half of the non-returning students. An additional 16 percent of the students indicated that they had "very little difficulty" with their college courses. The percentages for the various categories are fairly consistent for the four-year period; however, there does appear to be a trend toward fewer students feeling that the courses are not difficult - 53 percent in 1970 compared to 45 percent in 1973. (Table X).

Changes in the College

In an effort to elicit the students' individual attitudes toward Montgomery College, the non-returning students were asked what they would like to see changed most and least at the College.

First of all, it must be noted that approximately half of the students did not respond to either of the two questions. Of those students who did respond to the question concerning "most desired changes," the most common response was that they would like the College to be converted to a four-year school. Next, the students stated that they did not like being required to take certain courses, and, thirdly, the students reported that they would like to see progress made in the parking situation at the College. A fourth group inferred that they did not like

TABLE IX
STUDENTS' ATTITUDES TOWARD THE INSTRUCTION
AT MONTGOMERY COLLEGE

BENEFIT FROM INSTRUCTION	FALL 1970	FALL 1971	FALL 1972	FALL 1973	TOTAL/PERCENT
None	3	0	10	3	16
Percent	1	0	2	1	1
Very Little	20	16	31	16	83
Percent	4	3	6	5	4
Somewhat	150	110	150	87	497
Percent	27	21	29	28	26
Very Much	258	267	186	131	842
Percent	47	51	36	42	44
No Response	119	131	141	75	466
Percent	21	25	27	24	25
WEIGHTED TOTAL	550	524	518	312	1904
PERCENT	100	100	100	100	100

TABLE X
STUDENTS' ATTITUDES TOWARD THE
DIFFICULTY OF COURSES AT MONTGOMERY COLLEGE

DIFFICULTY OF COURSES	FALL 1970	FALL 1971	FALL 1972	FALL 1973	TOTAL/PERCENT
None	292	260	238	140	930
Percent	53	50	46	45	49
Very Little	82	92	78	50	302
Percent	15	17	15	16	16
Somewhat	55	36	46	47	184
Percent	10	7	9	15	10
Very Much	3	0	16	3	22
Percent	1	0	3	1	1
No Response	118	136	140	72	466
Percent	21	26	27	23	24
WEIGHTED TOTAL	550	524	518	312	1904
PERCENT	100	100	100	100	100

required class attendance. Due to the small number of responses in the various categories, it is difficult to observe any trends in student responses for the four-year period. (Table XI).

The last thing the students would like to see changed is the small class size they experienced while at Montgomery. Additionally, the students reported that they were pleased with the caliber of the faculty members that they had encountered at the College and would not want to see this changed. (Table XII).

Again, due to the small number of students who responded, it is difficult to observe any trends for the four-year period. Further, it is also difficult to assess the reasons why over half of the students did not complete either of the two questions. Perhaps "no response" can be considered as acceptance of the status quo.

Transferring Students

This section of the report will focus on those non-returning students who entered another institution of higher education after leaving Montgomery College. Included in this group is over half of the weighted study population. The proportion of students who reported they entered another school after leaving Montgomery College has declined since 1970. In fall 1970, for example, 54 percent of the students entered another school upon withdrawing from Montgomery. In 1973, however, this rate of transfer dropped to 45 percent. This may be a one-year change or be due to sampling error.

Schools

After leaving Montgomery College, the largest number of students transferred to the University of Maryland. This was the predominant

TABLE XI
WHAT STUDENTS WOULD LIKE TO SEE CHANGED MOST
AT MONTGOMERY COLLEGE

MOST DESIRED CHANGES	FALL 1970	FALL 1971	FALL 1972	FALL 1973	TOTAL	PERCENT
MC converted to a 4-year school	51	48	37	22	158	8
Required courses	19	60	26	27	132	7
Parking	34	0	24	5	63	3
Required class attendance	33	40	0	1	74	4
Too many students	26	12	16	7	61	3
Counseling services	17	8	18	12	55	3
Faculty	15	4	24	10	53	3
Different programs and courses	0	0	39	35	74	4
Credit lost in transfer	0	16	13	5	34	2
Student activities	0	12	8	10	30	2
Other	65	108	55	42	270	14
No Response	290	216	258	136	900	47
WEIGHTED TOTAL	550	524	518	312	1904	
PERCENT	100	100	100	100	100	100

TABLE XII
WHAT STUDENTS WOULD LIKE TO SEE CHANGED LEAST
AT MONTGOMERY COLLEGE

LEAST DESIRED CHANGES	FALL 1970	FALL 1971	FALL 1972	FALL 1973	TOTAL	PERCENT
Class size	86	60	37	17	200	10
Faculty	55	40	18	20	133	7
Counseling services	11	12	22	5	50	3
Facilities	14	0	10	10	34	2
Class attendance	22	0	1	0	23	1
Student-Faculty relations	0	24	29	8	61	3
Open admissions	0	12	22	15	49	3
Required courses	10	16	3	2	31	2
Tuition	5	4	10	15	34	2
Number of students	7	0	5	5	17	1
Range of courses	0	0	10	10	20	1
Other	77	52	34	10	173	9
No Response	263	304	317	195	1079	56
WEIGHTED TOTAL	550	524	518	312	1904	
PERCENT	100	100	100	100	100	100

transfer school selected by students for each of the four years surveyed. (Table XIII).

The second type of school selected by the non-returning students was a college or university not located in the State of Maryland or the District of Columbia. Again, as with the University of Maryland, this type of school selection was consistent for the four-year period.

The third most popular type of transfer school was another college located in the State of Maryland, thus making a Maryland school (including the University of Maryland) the choice of over 55 percent of the transferring students. A complete listing of the schools entered by transferring students is presented in Appendix B.

Curriculum

Table XIV provides a breakdown of the curriculum areas of transferring students while attending Montgomery College and the consistency of their major selection at their new school. Of the 995 students who transferred, 37 percent continued the same area of study at their new school, while 63 percent of the students changed majors when they changed schools. The number of non-returning students who transferred to another school because they desired changes in their major is not discernible from the questionnaires.

The percentage of students continuing in the same major area is rather consistent for the years 1970 through 1972; however, the 1973 group appeared to be more inclined to change majors upon transferring than the other three groups.

The majority of students transferring to other schools were enrolled in transfer curriculums while attending Montgomery College.

TABLE XIII
SCHOOLS TRANSFERRING STUDENTS
ENTERED AFTER LEAVING MONTGOMERY COLLEGE

TRANSFER SCHOOL	FALL 1970	FALL 1971	FALL 1972	FALL 1973	TOTAL/PERCENT
University of Maryland	144	116	99	68	427
Percent	48	42	35	48	43
Other Maryland State College	31	44	41	9	125
Percent	11	16	15	6	13
Univ. or College in Washington, D.C.	30	33	28	25	116
Percent	10	12	10	18	12
Univ. or College not in Md. or D.C.	84	55	74	34	247
Percent	28	20	26	24	25
Trade or Technical School	6	8	33	0	47
Percent	2	3	12	0	5
Name of School not Given	4	17	6	6	33
Percent	1	7	2	4	2
WEIGHTED TOTAL	299	273	281	142	995
PERCENT	100	100	100	100	100

TABLE XIV

CURRICULUM AREAS OF TRANSFERRING STUDENTS WHILE
ATTENDING MC AND AT THEIR NEW SCHOOL

CURRICULUM AREA	FALL 1970		FALL 1971		FALL 1972		FALL 1973		TOTAL	
	Same Major	Diff. Major	Same Major	Diff. Major	Same Major	Diff. Major	Same Major	Diff. Major	Same Major	Diff. Major
TRANSFER										
Art	9	3	8	4	12	4	0	16	29	27
Business Administration	8	21	4	4	8	16	24	48	44	89
Computer Science	0	0	4	0	8	4	0	4	12	8
Education (Elem., Sec., Phys. Educ., Industry, Music, Secretarial)	42	19	36	16	36	32	0	8	114	75
Engineering	9	10	4	12	8	12	0	0	21	34
General Education	4	95	8	64	16	40	0	16	28	215
Geography	0	0	0	0	0	8	0	0	0	8
Home Economics	0	0	4	0	4	4	0	0	8	4
Liberal Arts	20	35	16	36	12	0	0	4	48	75
Medical Technology	0	1	0	0	4	8	0	4	4	13
Music - Professional	0	2	0	0	0	8	0	4	0	14
Pre-Professional (Dentistry, Law, Medicine)	0	12	12	16	4	16	4	0	20	44
SUBTOTAL	92	198	96	152	112	152	28	104	328	606
PERCENT	31	66	35	55	40	54	20	75	33	61
CAREER										
Advertising Art	2	0	4	0	0	0	0	1	6	1
Child Care Aide	1	0	0	0	0	0	0	0	1	0
Computer Science & Tech.	2	0	8	0	0	1	0	1	10	2
Criminal Justice	1	0	4	4	0	0	0	0	5	4
Dental (Assistant and Lab. Tech.)	0	0	0	0	1	0	0	0	1	0
Engineering Technology	1	0	0	0	5	1	0	0	6	1
Fire Science	0	0	0	0	1	0	0	0	1	0
Cartography	0	0	0	0	0	1	0	1	0	2
Management	0	0	4	0	1	0	0	1	5	1
Mental Health Associate	0	0	0	0	0	1	0	0	0	1
Printing Technology	2	0	0	0	3	1	0	0	5	1
Recreation Leadership	0	0	0	4	0	0	0	2	0	6
Secretarial (Exec., Legal, Med., Certificate)	0	0	0	0	1	0	0	1	1	1
SUBTOTAL	9	0	20	8	12	5	0	7	41	20
PERCENT	3	0	7	3	4	2	0	5	4	2
TOTAL	101	198	116	160	124	157	28	111	369	626
PERCENT	34	66	42	58	44	56	20	80	37	63
	299		276		281		139		995	

Only six percent of the transferring students had been enrolled in career curriculums at Montgomery. It is not known how many of these 995 students had initially intended to complete a degree at Montgomery College before transferring to another school.

Loss of Credit

This study also focused on the students' ability to transfer credits earned at Montgomery College to another institution of higher education. As indicated in Table XV, 39 percent of the students stated that they had no difficulty in transferring their Montgomery credits to another school, while 59 percent reported that they did lose some credits when transferring. It must be emphasized that the majority of the lost credits were in such areas as freshman seminar and/or physical education. Further, additional credits were lost by students when they changed major curriculum areas.

As far as the type of school where most credits were lost, 54 percent of those students who indicated that they had lost credits did so when transferring to the University of Maryland. Of the 427 students reported in Table XIII as transferring to the University of Maryland, 74 percent reported that they lost credits. Credit losses for other types of transfer schools are presented in Table XVI.

Preparation

Transferring students were also asked if they felt their experiences at Montgomery College had prepared them for their present school. Almost 85 percent of the students stated that Montgomery had prepared them "excellently," "very well," or at least "well" for their new school. Only 3 percent felt that Montgomery had not prepared them at all for their new school. The percentage of responses for each of the four years for

TABLE XV
CREDITS LOST IN TRANSFER

CREDITS LOST	FALL 1970	FALL 1971	FALL 1972	FALL 1973	TOTAL/PERCENT
Yes	184	172	155	76	587
Percent	62	62	55	55	59
No	102	88	126	63	386
Percent	36	32	45	45	39
No Response	6	16	0	0	22
Percent	2	6	0	0	2
TOTAL	299	276	281	139	995
PERCENT	100	100	100	100	100

TABLE XVI
CREDITS LOST BY TYPE OF TRANSFER SCHOOL

SCHOOL ENTERED	FALL 1970	FALL 1971	FALL 1972	FALL 1973	TOTAL	PERCENT
University of Maryland	98	96	77	48	319	54
Other Maryland State College	22	32	24	4	82	14
University or College in Washington, D.C.	13	20	13	7	53	9
University or College not in Maryland or D.C.	50	24	34	17	125	21
Trade or Technical School	1	0	7	0	8	2
TOTAL	184	172	155	76	587	100

the various categories was rather consistent. There does appear to be a slight move toward a greater proportion of students feeling that Montgomery College had prepared them "excellently" for their present school. (Table XVII).

Full-time Employed Students

The fall 1970 baseline study found that 28 percent of the non-returning students were employed full-time. In contrast, 43 percent of the fall 1973 group reported that they were employed full-time upon termination from the College. The data gathered for the four-year period indicates that there is a trend toward a greater proportion of non-returning students entering full-time employment after leaving Montgomery. (Figure 3).

Occupations. The largest percentage of these full-time employed students entered secretarial-related occupations (22%), followed by health-related occupations (18%) and computer-related occupations (12%). Certain occupations appeared to have an increased proportion of students for the four-year period while other occupations had a decrease. (Table XVIII). Some of the occupations showing an increase in proportion during the four-year period were managerial and administrative-related occupations (5% to 21%), technical-related occupations (0% to 24%), and education-related occupations (0% to 6%). On the other hand, those occupations showing a decrease in percentages of students were computer-related occupations (35% to 0%) and health-related occupations (34% to 4%). However, it is difficult to infer that any definite trends are forming in certain occupations due to the small percentages of students upon which these figures are based.

TABLE XVII

STUDENTS' ATTITUDES TOWARD HOW WELL
MONTGOMERY COLLEGE PREPARED THEM FOR THEIR
PRESENT SCHOOL

ATTITUDE	FALL 1970	FALL 1971	FALL 1972	FALL 1973	TOTAL/PERCENT
Not at all	12	9	6	3	30
Percent	4	1	1	2	3
A Little	41	47	29	3	120
Percent	14	13	12	2	12
Well	105	84	96	53	338
Percent	35	28	34	38	34
Very Well	90	100	82	46	318
Percent	30	42	29	33	32
Excellently	51	36	68	34	189
Percent	17	16	24	25	19
WEIGHTED TOTAL	299	276	281	139	995
PERCENT	100	100	100	100	100

FIGURE 3

NON-RETURNING STUDENTS ENTERING
FULL-TIME EMPLOYMENT

PERCENT

60

50

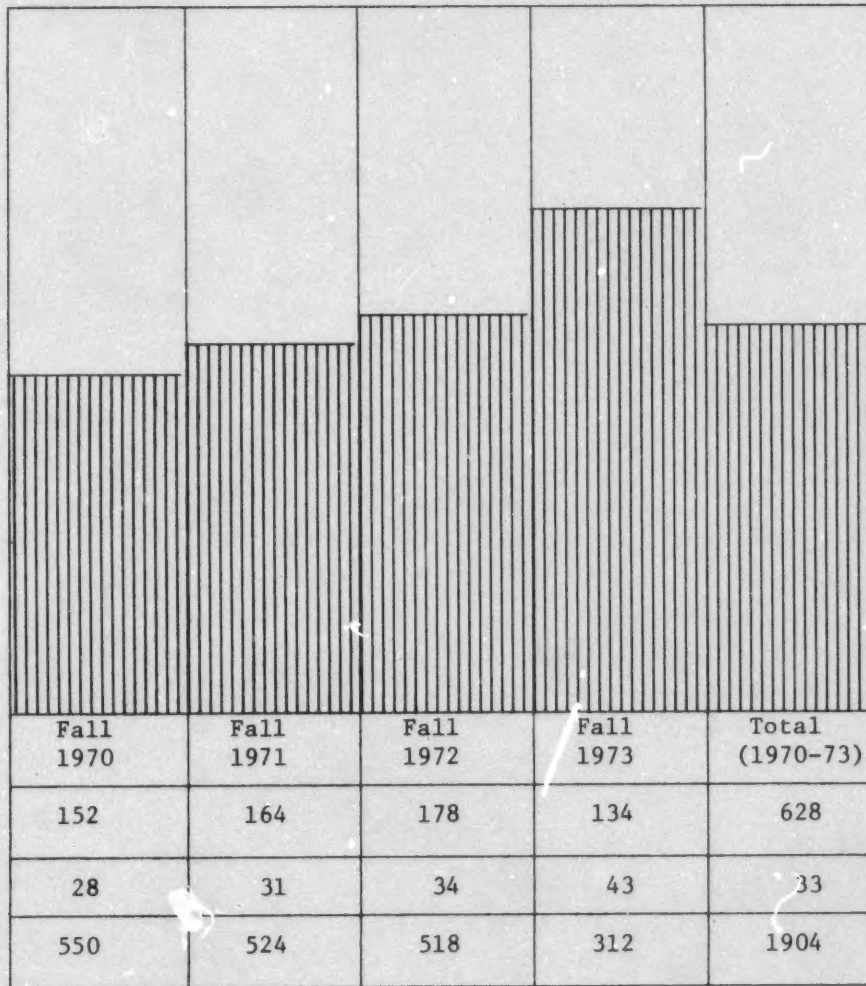
40

30

20

10

0



Number Employed
Full-time

Percent

Sample Size for
Each Year

TABLE XVIII
OCCUPATIONS ENTERED BY
NON-RETURNING STUDENTS

PRESENT JOB	FALL 1970	FALL 1971	FALL 1972	FALL 1973	TOTAL	PERCENT
Accounting/Bookkeeping	1	24	19	4	48	8
General Clerical	5	0	8	0	13	2
Insurance	6	8	4	0	18	3
Computer-related	54	16	4	0	74	12
Secretarial	26	44	49	19	138	22
Managerial/ Administrative	8	16	19	30	73	12
Health Occupations	51	44	13	6	114	18
Semi-skilled	0	8	4	2	14	2
Home Economics	1	4	0	0	5	0.8
Education-related	0	0	0	8	8	1
Technical-related	0	0	0	34	34	5
Law	0	0	0	2	2	0.2
No Response	0	0	48	39	87	14
TOTAL	152	164	168	144	628	100

Studies versus Jobs. Students who withdraw from college and enter full-time employment are tending to find jobs more closely related to their studies than ever before. In 1970, 7 percent of the students said they were in jobs directly related to their college courses and three years later 12 percent said they were in course-related jobs. During the same period, the proportion of students who reported that their jobs were not related to their studies dropped from 53 percent to 44 percent. (Table XIX).

Courses. Students were asked to indicate their attitudes toward the present and future structure of career and vocational courses at Montgomery College. The majority of students (52%) indicated that career and vocational courses at Montgomery were about equal in practical and theoretical content. This proportion was rather consistent for the four-year period. An additional 30 percent of the students felt that their courses had been more theoretical than practical in content. This category was also similar in the proportions of students for the four-year period. (Figure 4).

In observing students' recommendations of how they feel courses should be structured, it can be concluded that students tend to prefer courses to be at least equal in theoretical and practical content (45%) or slightly more practical than theoretical (35%). There does appear to be a move toward a greater proportion of students desiring courses to be "more practical" or "mostly practical." The fall 1973 group showed an 8 percent drop in the "about equal" category and a 13 percent increase in the "mostly practical" category over the previous year's group. This finding may indicate that as the current job market tightens, students are becoming more concerned about the relevancy of their academic preparation to the actual "on the job" requirements.

TABLE XIX
RELATIONSHIP OF COURSE WORK AT
MONTGOMERY COLLEGE TO PRESENT JOB DUTIES

RELATIONSHIP OF COURSE WORK AT MC TO PRESENT JOB DUTIES	FALL 1970	FALL 1971	FALL 1972	FALL 1973	TOTAL/PERCENT
Studies were necessary or required for job	11	13	15	17	56
Percent	7	8	9	12	9
Studies were helpful for the job	61	64	81	64	270
Percent	40	39	48	44	43
Studies were unnecessary for or unrelated to the job	80	87	72	63	302
Percent	53	53	43	44	48
TOTAL	152	164	168	144	628
PERCENT	100	100	100	100	100

STUDENTS' ATTITUDES TOWARD PRESENT AND PREFERRED STRUCTURE OF CAREER AND VOCATIONAL COURSES AT MC

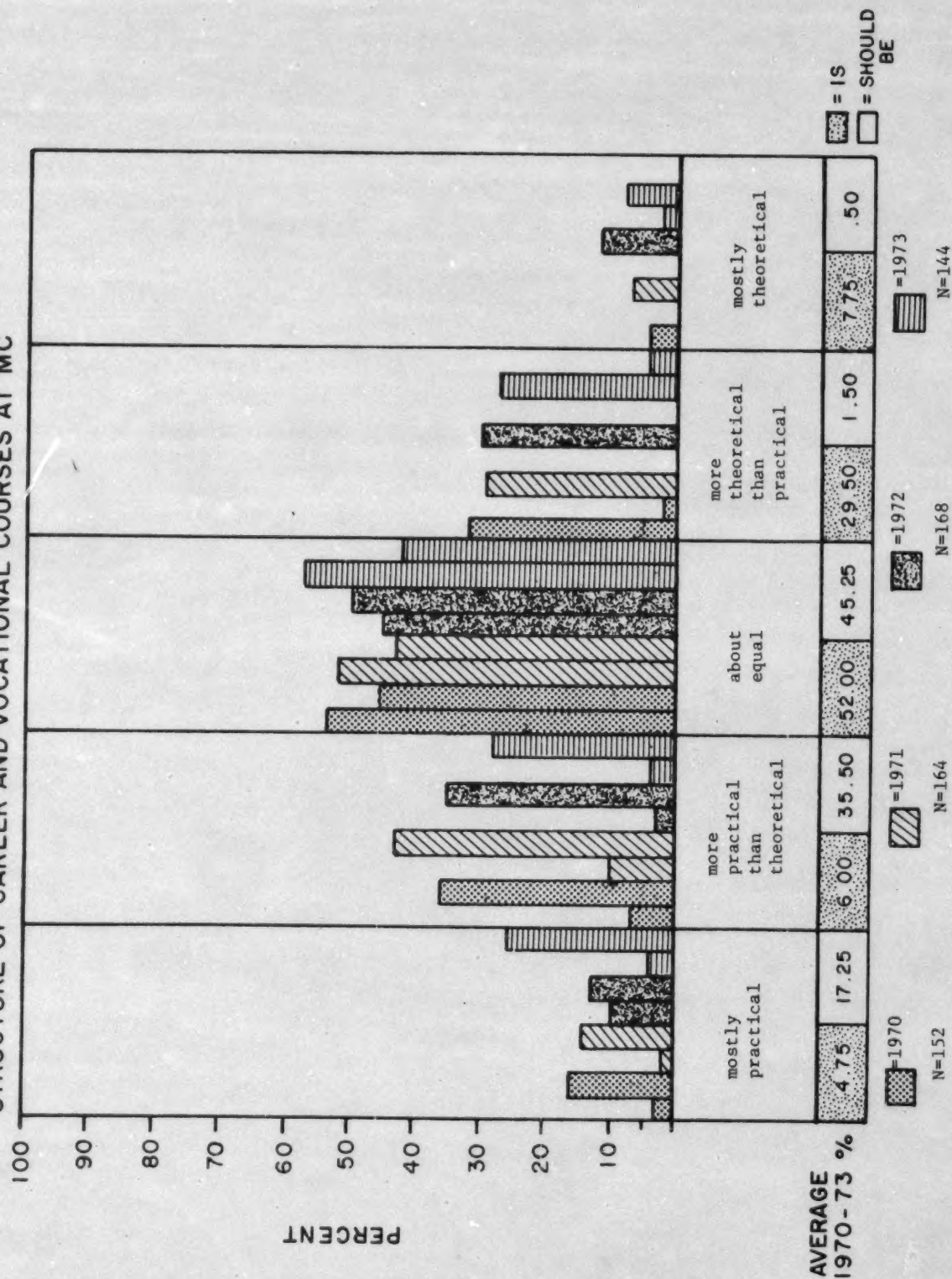


FIGURE 4

Students in the Military

Future Plans. Only 4 percent of the study population stated that they had entered the military service upon terminating from Montgomery College. Due to this small proportion, the data related to students presently in the military will be handled briefly. Only five of the 79 students stated that they planned to make a career of the military service. The largest proportion (59%) reported that they planned to return to school after completing their military obligation. There was very little consistency found within the various categories for the four-year period. This, no doubt, was due to the small number of students represented. (Table XX).

Training. When asked to assess the relationship between their military training courses and the skills they thought they would need in a civilian occupation, 70 percent of the students felt that their military training would be beneficial, while 30 percent felt that the training classes would be of no benefit in civilian life. The proportion of students in the categories for the years 1970 through 1972 was fairly consistent. However, the numbers are so small that conclusions are tentative at best. (Table XXI).

Taking this area of information one step further, the 59 students who responded "yes" to the above question were asked if they thought there was a relationship between their military courses and the courses that they had taken at Montgomery College. A total of 20 students (34%) felt that there was a relationship between their military courses and their Montgomery College courses, while 39 students (66%) felt that there was no noticeable relationship. The percentages of responses were consistent for the four-year period. (Table XXII).

TABLE XX
FUTURE CAREER INTENTIONS OF STUDENTS IN
THE MILITARY

INTENTIONS	FALL 1970	FALL 1971	FALL 1972	FALL 1973	TOTAL/PERCENT
Military Career	3	0	2	0	5
Percent	11	0	10	0	6
Return to School	12	4	19	12	47
Percent	45	25	80	100	59
Enter a Job	2	4	0	0	6
Percent	7	25	0	0	8
Other	10	8	3	0	21
Percent	37	50	10	0	27
TOTAL	27	16	24	12	79
PERCENT	100	100	100	100	100

TABLE XXI
VALUE OF MILITARY TRAINING CLASSES
TOWARD CIVILIAN OCCUPATIONS

VALUE OF MILITARY CLASSES	FALL 1970	FALL 1971	FALL 1972	FALL 1973	TOTAL/PERCENT
Yes	18	12	17	12	59
Percent	67	75	70	100	70
No	9	4	7	0	20
Percent	33	25	30	0	30
TOTAL	27	16	24	12	79
PERCENT	100	100	100	100	100

TABLE XXII
RELATIONSHIP OF MILITARY COURSES
TO COURSES AT MONTGOMERY COLLEGE

RELATIONSHIP	FALL 1970	FALL 1971	FALL 1972	FALL 1973	TOTAL/PERCENT
Yes	7	4	5	4	20
Percent	39	33	29	33	34
No	11	8	12	8	39
Percent	61	67	71	67	66
TOTAL	18	12	17	12	59
PERCENT	100	100	100	100	100

A final question was also directed to the 59 students who felt that their military training would be useful in civilian occupations. This question focused on students' intentions to continue in their military training field after leaving military service. The students were about equally divided on this question. Fifty-two percent of the students reported that they planned to continue in their military training field, while 48 percent stated that they did not plan to continue in the same field after being discharged.

Preparation for the Future

Information regarding student opinions of how well Montgomery College prepared them for the future is presented in Figure 5. The data was based on a 5-point scale with 1 equal to "not at all" to 5 equaling "excellently." The highest average rating of the value of Montgomery College's preparation was given by those students who transferred to another school after leaving the College (3.34). This approximate rating, falling between "well" and "very well," was given by transfer students for each of the four years surveyed.

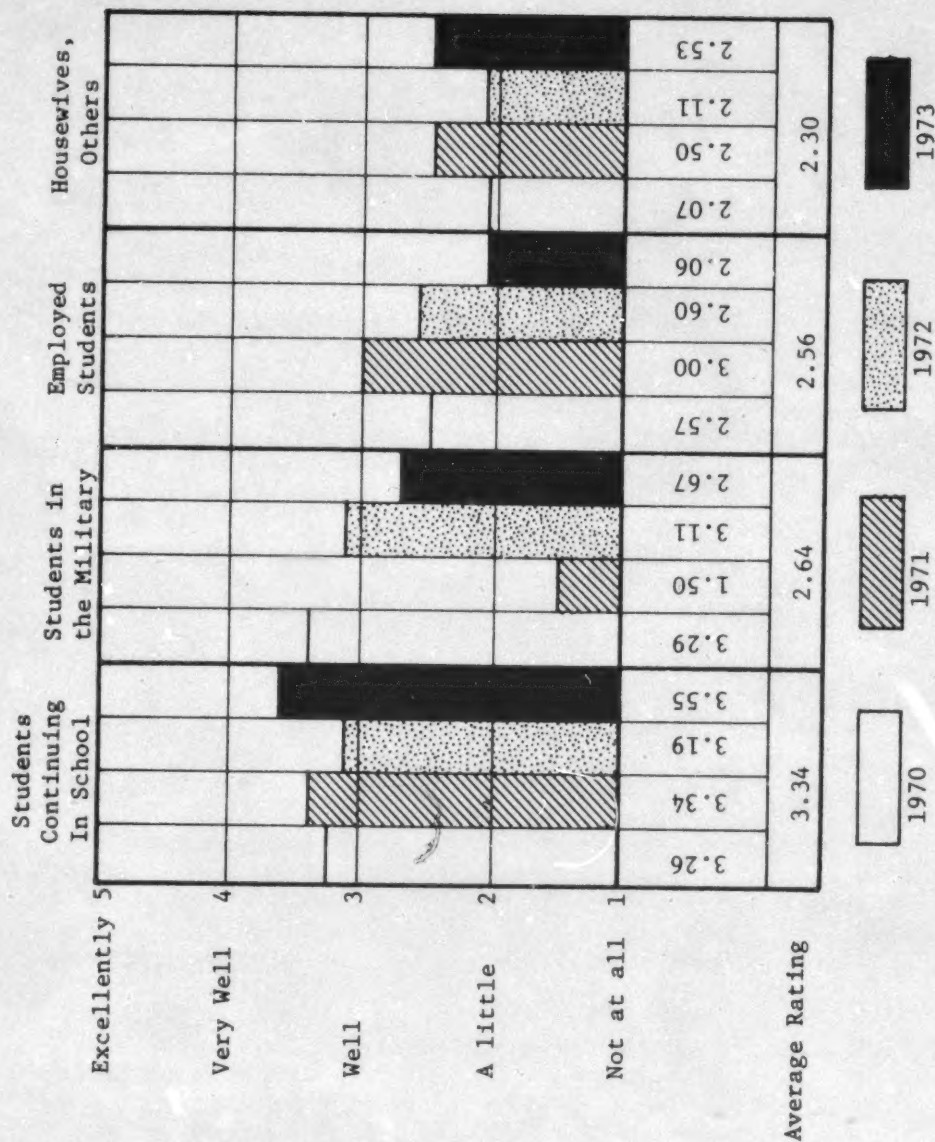
The second most favorable average rating was given by former students who entered the military service after terminating from the College (2.64). However, due to the small proportion of students represented, the rating for each of the four years varies somewhat.

The lowest rating was given by those students who were categorized as "housewives or other" (2.30).

SUMMARY AND CONCLUSIONS

The present follow-up study is part of a continuing examination of non-returning students at Montgomery College. The initial study,

N= 995 N= 79 N= 628 N= 202 Total = 1904



STUDENTS' OPINIONS AS TO HOW WELL MONTGOMERY COLLEGE PREPARED THEM FOR THEIR FUTURE.

FIGURE 5

Where Have All the Freshmen Gone? (Gell and Bleil, 1973), provided the baseline data for the present investigation.

As was the intent of the baseline study, the purposes of this study were to examine students' reasons for choosing to leave Montgomery and to attempt to identify any trends that may be developing. In addition, it was the intent of this study to determine what happened to the students after they left the College and to assess what impact their experiences might have had on their present career or current activity.

A questionnaire was mailed to a specified percentage of those matriculated students who were enrolled for the spring semester during the years 1971 through 1973, and who chose not to enroll for the respective fall semesters. The actual subjects participating in this study were the 454 students from the years 1971 through 1973 who completed the questionnaire, plus 550 students who participated in the fall 1970 baseline study. The survey results were weighted to reflect the sampling technique used resulting in a study population of 1904 students. The questionnaire used was designed for the baseline study and contained four sections: general information, information pertaining to in-school (transfer) students, information regarding full-time employed students, and information from students who had entered military service.

When comparing the findings of the years 1971 through 1973 with those of the 1970 baseline study, it was found that much of the data collected for the years 1971 through 1973 supported the baseline

findings. However, in certain instances, there were differences found in the proportions of responses to questions. For example, 35 percent of the students who withdrew from the College during the years 1971 through 1973 entered full-time employment as compared to only 28 percent for the baseline year, 1970. Likewise, a shift was also observed in the transfer student category as 54 percent of the baseline students transferred to another school after leaving Montgomery, while 51 percent of the students from the years 1971 through 1973 transferred. Whether this move toward full-time employment can be attributed to financial needs or changing attitudes toward the value of higher education cannot be determined from the data available. However, the probability is only 1 in 100 that the reported difference in the students' activities after leaving the College was due to chance.

Almost 50 percent of those students who transferred chose to enroll at the University of Maryland. The University was the students' predominant choice for each of the four years surveyed. Of the students who transferred, 37 percent enrolled in their same curriculum area while 63 percent changed majors when they changed schools. It is not known from the available data how many students changed schools because they desired to change majors. In transferring to another school, 59 percent of the students indicated that they had lost credits in transfer, predominantly at the University of Maryland. However, when examining this topic further, it was found that most of the courses not transferrable were courses such as freshman seminar and/or physical education.

The majority of the employed non-returning students surveyed were employed in predominantly health-related, secretarial, or computer-related occupations. About half of the employed students felt that the courses they had taken at the College were related to their present jobs. Many of the students stated that they wished that their courses had been more practical in content. The fact that these students were able to secure jobs suggests that a formal degree may not be necessary for a job. Further, it appears that the fields in which the non-returning students are entering have various job entry levels, thus allowing students with varied amounts of formal course work to function successfully in the field. Educators need to realize that formal degrees are not always necessary for job entry. Perhaps acquiring a sufficient amount of knowledge or skill to obtain employment should be emphasized as a more realistic and important goal. If this be the case, educators should look upon students who choose to leave college before completing a formal degree as examples of "early placement" and not as "dropouts."

One of the major focuses of this study was to examine further why students initially chose to attend Montgomery College and why they chose to leave before completing their programs. In agreement with the 1970 baseline data, it was found that students from the years 1971 through 1973 attended Montgomery because of the school's general reputation and its open admissions policy. Also congruent with the baseline study was

the finding that students generally left Montgomery College because of personal reasons not related to school. What exactly these personal reasons were cannot be discerned from the data gathered; however, 24 percent of the students for the four-year period stated that they "definitely planned to return to Montgomery" or "would possibly like to give it another try." This finding, coupled with the fact that almost 75 percent of the students surveyed reported that they felt that they had benefited "very much" or at least "somewhat" from the instruction provided by the College, suggests that, academically, Montgomery College appears to be on target.

With regard to the counseling services offered by the College, the students tended to be about equally divided in their opinions. About half of those students responding to the question felt that they had benefited from the counseling services and about half felt that they had not.

A final area of concern of this study was to evaluate students' opinions as to how well they felt Montgomery College had prepared them for their future. This question may have been somewhat premature for many of the students surveyed; however, the proportion of responses given by the students in each of the four categories of current activities appeared to be rather consistent for the four-year period. Transferring students rated their preparation at the College for their future between "well" and "very well." The remaining non-returning students felt that they were prepared "a little" to "well" for their futures. This finding would be expected in that transferring students were continuing in a similar type of activity, therefore more

readily using their acquired knowledge or study skills in a similar setting. Employed students, as indicated by the large percentage who were not using their formal training in their present jobs, may or may not have felt that they had been prepared for their futures, depending on whether their work was related to their studies at Montgomery.

In conclusion, it may be said that from the data examined for the years 1970 through 1973 Montgomery College appears to be providing students with sufficient practical preparation for them to function in employment settings and adequate academic backgrounds for them to transfer to other schools. Whether or not one obtains a certificate or associate degree before leaving the College appears not to be important to many students. The community college exists to serve the educational needs of the people in the community, and it must recognize that these needs are not always in terms of a degree.

APPENDIX A
NON-RETURNING STUDENTS QUESTIONNAIRE

47

54

MONTGOMERY COLLEGE

OFFICE OF INSTITUTIONAL RESEARCH

NON-RETURNING STUDENTS FOLLOW-UP QUESTIONNAIRE

2-10

(correct name)

11-3

address

32

social security no.

PLEASE CHECK THE APPROPRIATE BOX OR COMPLETE AS APPROPRIATE

33

ARE YOU NOW....? (Check one only)

☐ 1
In school

☐ 2
In military
service

☐ 3
Employed full-
time

☐ 4
Looking for
employment

☐ 5
Housewife

☐ 6
Other
Please
specify

Please complete
Part A

Please complete
Part B

Please complete
Part C

Please complete Part D

34

WHY DID YOU LEAVE MONTGOMERY COLLEGE? (Check one only)

☐ 1
Took a
job

☐ 2
Couldn't
get good
enough
grades

☐ 3
Too
much
course
work

☐ 4
School
wasn't
relevant

☐ 5
Military
service
interfered

☐ 6
Personal,
nothing to
do with
school

☐ 7
Was con-
fused about
what was
expected

☐ 8
Only needed
certain
courses for
job or
promotion

☐ 9
Other
Please
specify

35

WHAT IS YOUR ATTITUDE TOWARD COMING BACK TO MONTGOMERY COLLEGE?

☐ 1
Avoid it
by all
means

☐ 2
Possibly
attempt
it again

☐ 3
No feelings
one way or
the other

☐ 4
Would like to
give it another
try

☐ 5
Definitely
planning to
return

☐ 6
Finished at
Montgomery College
No reason to return

☐ 7
Other, Please specify

PART A

IN SCHOOL

36

ARE YOU CURRENTLY ENROLLED IN....?

☐ 1
University
of
Maryland

☐ 2
Other
Maryland
State College

☐ 3
University or
College in
Washington, D.C.

☐ 4
University or
College not in
Maryland or D.C.

☐ 5
Trade or Technical
School

37-38

WHAT IS YOUR CURRENT MAJOR? _____ NAME OF COLLEGE _____

39

DID YOU LOSE ANY CREDITS IN TRANSFERRING FROM M.C. TO YOUR PRESENT SCHOOL? 1 ____ Yes 2 ____ No

If yes, how many and in what courses? _____

40

HOW WELL DID MONTGOMERY COLLEGE PREPARE YOU FOR YOUR PRESENT SCHOOL?

☐ 1
Not at all

☐ 2
A little

☐ 3
Well

☐ 4
Very Well

☐ 5
Excellent

PART B

MILITARY

41 DO YOU INTEND TO....?

☐ 1 Make a career of the military service ☐ 2 Return to school after service ☐ 3 Return to, or find a job after service ☐ 4 Other, Please specify _____

42 IS THE MILITARY GIVING YOU TRAINING CLASSES IN SKILLS WHICH ARE USABLE IN CIVILIAN OCCUPATIONS?

1 ☐ Yes 2 ☐ No

43 IF YES, A. Are these classes related to your studies at M.C.? 1 ☐ Yes 2 ☐ No

44 B. Do you plan to continue training in this field when you leave military service? 1 ☐ Yes 2 ☐ No

45 HOW WELL DID MONTGOMERY COLLEGE PREPARE YOU FOR YOUR FUTURE?

☐ 1 Not at all ☐ 2 A little ☐ 3 Well ☐ 4 Very Well ☐ 5 Excellently

PART C

EMPLOYED

46 WHAT IS THE RELATIONSHIP OF YOUR STUDIES AT MONTGOMERY COLLEGE TO YOUR PRESENT JOB?

☐ 1 Studies were necessary or required for job ☐ 2 Studies were helpful for the job ☐ 3 Studies were unnecessary for or unrelated to the job

47 PLEASE INDICATE HOW YOU FEEL M.C.'S CAREER OR VOCATIONAL COURSES ARE PRESENTLY STRUCTURED.

☐ 1 Mostly practical experience ☐ 2 More practical than theoretical ☐ 3 About equally practical and theoretical ☐ 4 More theoretical than practical ☐ 5 Mostly theoretical emphasis

48 PLEASE INDICATE HOW YOU WOULD LIKE THE CAREER OR VOCATIONAL COURSES TO BE STRUCTURED.

☐ 1 Mostly practical experience ☐ 2 More practical than theoretical ☐ 3 About equally practical and theoretical ☐ 4 More theoretical than practical ☐ 5 Mostly theoretical emphasis

49 HOW WELL DID MONTGOMERY COLLEGE PREPARE YOU FOR YOUR CAREER?

☐ 1 Not at all ☐ 2 A little ☐ 3 Well ☐ 4 Very well ☐ 5 Excellently

50-52 WHAT IS THE TITLE AND MAJOR DUTIES OF YOUR PRESENT JOB? _____

COMMENTS

NON-RETURNING STUDENTS FOLLOW-UP QUESTIONNAIRE

3

PART D

GENERAL

WHAT PART OF M.C.'S PROGRAM WAS MOST IMPORTANT IN YOUR CHOICE TO ATTEND?

- ☐ 1 Special courses
 ☐ 2 Counseling Service
 ☐ 3 Job Placement Service
 ☐ 4 General Reputation
 ☐ 5 Open Admission Policy
 ☐ 6 Other, Please specify _____

DID YOU REGRET YOUR CHOICE OF COURSES AT MONTGOMERY COLLEGE?

- 1 ☐ Yes
 2 ☐ No

If so, what do you wish you had taken? _____

DID YOU BENEFIT FROM THE INSTRUCTION?

- ☐ 1 No
 ☐ 2 Very little
 ☐ 3 Somewhat
 ☐ 4 Very Much

DID YOU BENEFIT FROM THE COUNSELING?

- ☐ 1 No
 ☐ 2 Very little
 ☐ 3 Somewhat
 ☐ 4 Very Much

WERE THE COURSES TOO DIFFICULT?

- ☐ 1 No
 ☐ 2 A little
 ☐ 3 Somewhat
 ☐ 4 Very Much

WHAT WOULD YOU MOST LIKE TO SEE CHANGED AT MONTGOMERY COLLEGE?

WHAT WOULD YOU LEAST LIKE TO SEE CHANGED AT MONTGOMERY COLLEGE?

HOW WELL DID MONTGOMERY COLLEGE PREPARE YOU FOR YOUR FUTURE?

- ☐ 1 Not at all
 ☐ 2 A little
 ☐ 3 Well
 ☐ 4 Very Well
 ☐ 5 Excellently

COMMENTS

PLEASE RETURN COMPLETED QUESTIONNAIRE IN ENCLOSED, STAMPED, SELF-ADDRESSED ENVELOPE TO:

OFFICE OF INSTITUTIONAL RESEARCH
 MONTGOMERY COLLEGE
 51 MANNAKEE STREET
 ROCKVILLE, MARYLAND 20850

APPENDIX B
SCHOOLS TRANSFERRING STUDENTS ENTERED
AFTER LEAVING MONTGOMERY COLLEGE

7

APPENDIX B

SCHOOLS TRANSFERRING STUDENTS ENTERED AFTER LEAVING MONTGOMERY COLLEGE

University of Maryland
George Washington University
American University
Catholic University
Towson State College
Frostburg State
Prince Georges Community College
West Virginia Tech.
Rochester Institute of Tech.
Columbia Union College
Colorado State Univ.
Shepard College
Catonsville Community College
Alderson-Broaddus
Anne Arundel Community College
University of Arizona
Indiana State University
Northeastern Univ.
Cornell Univ.
New York State-Alfred
Univ. of Hartford
Univ. of New Mexico
Suburban Beauty School
Maryland School of Dentistry
Michigan State Univ.
Univ. of Miami
Hillsborough Community College
Univ. of South Carolina
Lewis Hotel-Motel School
George Mason
Salisbury State
West Virginia Univ.
St. Olaf
Technical Institute of Alamance

University of Maine
Florida Institute of Technology
Oklahoma State University
Loyola College
C.W. Post College
Louisiana Tech. University
University of Kentucky
Maryland Drafting Institute
Florida State University
National Technical School
Christopher Newport
University of Denver
Bethesda Beauty School
Syracuse University
Elizabethtown College
Briarcliff
Harford Community College
East Texas State University
Capital Tech.
East Coast Aero Tech.
Commercial Electronic Institute
Electrical Apprentice School
Goddard
Kentucky University
Northern Virginia Community College
St. Petersburg Jr. College
Iowa State University
Dupage College
Boston University
St. Joseph's School of Nursing
Kansas State University
Morgan State
University of Virginia
Suburban Hospital School of Practical
Nursing

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LOS ANGELES
35

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